

139  
OPINIONS OF ELEMENTARY TEACHERS IN AUDUBON COUNTY  
CONCERNING IN-SERVICE EDUCATIONAL MEETINGS

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A Field Report  
Presented to  
The Graduate Division  
Drake University

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Science in Education

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by  
Jerry Ross Hoffman

August 1968

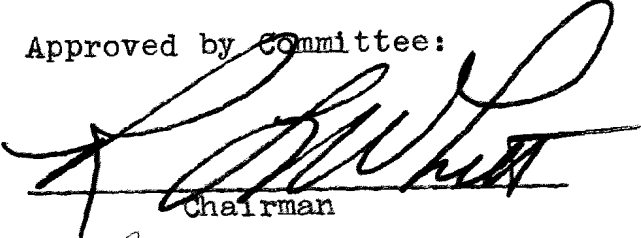
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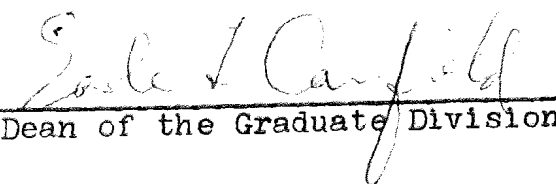
by

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## CHAPTER I

### INTRODUCTION

The need for sound in-service education meetings has been growing with increased intensity. Many educators across the nation are convinced that one of the greatest needs of our schools is well-planned in-service education programs.<sup>1</sup>

More attention to in-service programs gives administrators, supervisors, teachers and cooperating colleges and universities the need to look at the planning of effective in-service education programs. The need to find programs, workshops, and conferences that will fit the growing concerns of education today was the main purpose of this report.

This report was concerned with providing assistance as a basis for planning in-service education meetings.

#### I. THE PROBLEM

Statement of the problem. It was the purpose of this study (1) to read the current, relevant literature

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<sup>1</sup>Science Research Associates, In-Service Training, A Report Prepared by Science Research Associates (Chicago, Illinois: 1967), p. 1.

available; (2) to recommend establishment of in-service education program for Audubon County; (3) to determine who is responsible for in-service education; (4) to determine guidelines for in-service education meetings; (5) to determine the main purpose for in-service education meetings; and (6) to determine if school systems should have county wide in-service education meetings.

Significance of the problem. In-service meetings in Audubon County have been held only at the local school level. Educational provisions have been made through the county in most school systems to provide some type of in-service meetings. Few systems, however, have made provisions in their school calendar for such meetings. Therefore, county boards of education, local boards of education, administrators, and teachers should provide time and money to conduct such meetings in a manner which gives them some kind of self-evaluation of in-service educational meetings.

## II. LIMITATIONS

The investigator limited the study to the Audubon County kindergarten through sixth grade teachers. The study was not started until the last week in May, in order that elementary teachers could have time to finish

their obligations to their local school systems. Time, lack of enthusiasm, and interpretation of the opinionaires were considered in the final analysis of this investigation.

### III. PROCEDURES

The investigator first sought permission from the local school boards and administrators to conduct an opinionnaire with the elementary teachers of each of the schools in Audubon County. Next, the investigator and each elementary principal called a meeting of the teachers to inform them of the purpose of the opinionnaire and how the results would be used in each school. At this meeting the list of fifteen questions was presented to each teacher. (See Appendix.)

The opinionnaire was then given to each individual teacher with the understanding of returning them to the investigator after their completion of the questions.

Results of the opinionnaire and conclusions will be shown in another chapter.

### IV. DEFINITION OF TERM

In-service education. The term in-service education was used in this field report to mean a massive

effort involving learning by doing, learning by sharing, learning by observing, and even learning by complaining.<sup>1</sup>

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<sup>1</sup>Gilbert M. Trachtman, "The Role of an In-Service Program Organization," Journal of Education Sociology, XXXIV (April, 1961), 349.

## CHAPTER II

### REVIEW OF LITERATURE RELATED TO IN-SERVICE EDUCATION MEETINGS

Before an in-service education program can be properly conducted, the writer felt certain guidelines and procedures should be followed to develop a better understanding of in-service meetings through a search of the literature. It is the purpose of this chapter: (1) to justify a need for in-service education in Audubon County; (2) to learn to recognize barriers, elements, and purpose of a good in-service meeting; and (3) to set up guidelines for a valuable tool in education today, the in-service education meeting.

#### I. NEED FOR IN-SERVICE EDUCATION

There is no universally agreed upon solution as to how education will meet the growing needs of our modern society.

According to the National Education Association research, in the fall of 1965, there were an estimated 1,699,300 elementary and secondary school teachers serving in the public schools of the United States. These teachers are faced with the challenge of preparing the children and youth of our nation to live in a kind



of world impossible to predict, and to maintain high values during rapid cultural change. Research indicates that one of the most promising developments toward meeting this challenge is in-service education.<sup>1</sup>

Numerous surveys show that some form of in-service education is being undertaken by most school systems throughout the nation.

Misner, Schneider, and Keith report that:

There is presently a trend toward universities and colleges providing less instruction in the techniques of teaching and methodology. This trend sharpens the need for more and better in-service programs for beginning teachers.<sup>2</sup>

Morphet, Johns and Reller report that:

However, regardless of the excellence of the work in institutions of higher learning, every school system needs a good in-service program for the improvement of its personnel. No one approach will suffice because the problems and needs of teachers, principals, and others differ, and appropriate procedures must be devised to help in the solution of their problems.<sup>3</sup>

Reports of research point to the need for extensive and systematic programs of in-service education.

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<sup>1</sup>National Education Association, Research Division, Estimates of School Statistics, 1965-66. Research Report 1965-R17. (Washington, D. C.: Government Printing Office, December, 1965), p. 28.

<sup>2</sup>Paul J. Misner, Frederick W. Schneider, and Lowell G. Keith, Elementary School Administration (Columbus, Ohio: Charles E. Merrill Books, Inc., 1963), p. 203-204.

<sup>3</sup>Egar L. Morphet, Roe L. Johns, and Theodore L. Reller, Educational Administration Concepts, Practices, and Issues (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1967), p. 376.

In the past, justification for in-service education seemed to be based on the conception that teachers did not have sufficient educational preparation, lacked maturity, and were inexperienced. Also that local school faculty members have difficulty in working together because of conflicting philosophies of education.<sup>1</sup>

The investigator found most of the in-service meetings in Audubon County to be of a limited nature. Most meetings are held at each individual school unit with superintendent and principal in charge of the meeting. The county in-service meetings are usually held separately at each school without joint cooperation.

## II. BARRIERS TO IN-SERVICE EDUCATION

Barriers. The teachers play the most important role in any in-service meeting. The time required for in-service meetings is an important consideration. The teaching load, and length of employment play an important role in planning effective in-service meetings. The cost of in-service education to the school systems as well as the participant is a factor.

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<sup>1</sup>N.E.A. Research Division, "In-Service Education," Encyclopedia of Educational Research, Chester W. Harris, editor (New York: The Macmillan Co., 1960), p. 703.

According to Berry, the attitude of personnel toward in-service education may create a barrier to the success of a program. Indifference, negativism, resistance, lack of interest, complacency, or inertia have been identified as factors which sometimes limit efforts at growth through in-service techniques.<sup>1</sup>

According to Weber, two major problems seem to be most prevalent: (1) time and work load pressures; and (2) an unprofessional attitude among teachers.<sup>2</sup>

Elements. Herman states that:

An in-service meeting should be directly concerned with the improvement of instruction. It should suggest techniques and stress new or different methods. It should give information about children and how they learn. It should provide depth and insight to topics teachers must teach. It should cause teachers to think about what they are doing in the classroom. It should give supporting rationale for what it suggests.<sup>3</sup>

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<sup>1</sup>John R. Berry and Mark Murfin, "Meeting Barriers to In-Service Education," Educational Leadership, XVII (March, 1960), 341-55.

<sup>2</sup>C. A. Weber, "Obstacles to be Overcome in a Program of Educating Teachers In-Service," Educational Administration and Supervision, XXVIII (December, 1942).

<sup>3</sup>Wayne L. Herman, Principal's Guide to Teacher Personnel Problems in the Elementary School (West Nyack, New York: Parker Publishing Company, Inc., 1966).

According to the National Education Association research, elements important in a good in-service education meeting may be listed as follows:

1. Teachers should have an integral part in the planning and administration of the program.
2. There should be opportunities for promoting teacher improvement.
3. Curriculum planning is carried on cooperatively by teachers, administrators, and supervisors.
4. Research and experimentation by teachers and teacher groups are encouraged.
5. New teachers are well-oriented to their positions.
6. There is teacher-parent-community cooperation.
7. Salary practices are adequate and recognize training and experience.
8. Sufficient time is available to carry on group activities without injury to the teacher's health and morale.
9. The administration is fair and openminded. Suggestions of teachers carry weight and are given careful consideration.
10. All activities are carried on by administrators, supervisors, and teachers working as a team toward their fulfillment.
11. The atmosphere facilitates efforts to grow and change.
12. There are cooperative appraisal and evaluation of the goals of the school system and the means of achieving these goals.<sup>1</sup>

Purpose. According to the American Association of School Administration the basic purpose of an in-service program is that:

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<sup>1</sup>Marsha A. Ream, "In-Service Education of Teachers," Research Summary, 1966-S1 (Washington, D. C.: Government Printing Office), p. 5-6.

It helps people help themselves. It is to help them come to a clearer understanding of any and all aspects of an ongoing program of education. An effective program of services adapts the results of research to local conditions and initiates further research where additional information is needed; works with people rather than for people; involves the acceptance of ideas and suggestions on the part of those who are directly served as well as the offer of practical assistance by those who provide the service. The highest ideals, the noblest concepts, the latest research findings, and the best-known practices remain sterile and barren until they are truly reflected in the thinking, planning, and action of people; until they become a functional part of the intellectual working equipment of people; until they are accepted, assimilated,<sup>1</sup> and used with confidence, ease and assurance.

Gilchrist, Fielstra, and Davis state that, "In-service programs should be organized in the classroom."<sup>2</sup>

### III. GUIDELINES OF IN-SERVICE EDUCATION

Guidelines. In-service education meetings include a wide variety of meaningful activities. The National Commission on Teacher Education and Professional Standards suggests in-service growth by means of the following:

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<sup>1</sup>National Education Association, American Association of School Administrators, In-Service Education for School Administrators (Washington, D. C.: The Association, 1963), p. 64.

<sup>2</sup>Robert Gilchrist, Clarence Fielstra, and Anna L. Davis, "Organization of Programs of In-Service Education," In-Service Education for Teachers, Supervisors, and Administrators. Fifty-Sixth Yearbook, National Society for the Study of Education (Chicago: University of Chicago Press, 1957), p. 64.

1. Group study of actual school problems.
2. Summer study programs, on or off campus, credit or non-credit.
3. Experience in the life of the community.
4. Stimulation of the teacher to interpret to the community his own work, the objectives and the life, the problems, failures, and successes-- of the school.
5. Purposeful school visitation.
6. Travel, both at home and abroad.
7. Participation in the activities of professional associations.<sup>1</sup>

A list of fifteen techniques used in the public school today was compiled by the United States Office of Education which includes:

1. Classes and Courses
2. Institutes
3. Conferences
4. Workshop
5. Travel
6. Camping
7. Research
8. Teacher Exchange
9. Staff Meetings
10. Individual Conferences
11. Cultural Experiences
12. Visits and Demonstrations
13. Work Experience
14. Professional Reading
15. Community Organization Work<sup>2</sup>

This in no way represents all the different activities which one could list. It did, however, give meaningful techniques one could use in setting up a program.

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<sup>1</sup> National Education Association, National Commission on Teacher Education and Professional Standards, Statements of Policy (Washington, D. C.: The Commission, 1956), p. 12.

<sup>2</sup> U.S. Department of Health, Education, and Welfare, Office of Education, What School Systems Are Doing to Promote Teacher Growth. Education Briefs, No. 33 (Washington, D. C.: The Office, August, 1956), p. 22.

Guidelines in establishing an in-service program vary with each type of meeting. However, there are certain specific criteria or principals that are applicable to most in-service education meetings. The American Association of School Administrators lists fifteen crucial points of an in-service program that include:

1. Initiation. Circumstances must prevail wherein it is relatively easy to get in-service programs underway.
2. Planning. Responsibility for planning any in-service program should be shared by those who receive the service and those who provide it.
3. Finance. The in-service program should be so financed that nobody in the state will be deprived of services essential to the effective operation of the schools in the district because of lack of funds.
4. Orientation. The in-service program should be indigenous to the locality in which the service is rendered.
5. The Point of Beginning. To start where the people are a well established principle of teaching and learning is as essential to an in-service program as it is to any other aspect of the educational enterprise.
6. Know-How and Knowledge. An in-service education program that limits its purpose merely to the development of know-how falls far short of its full purpose.
7. The Individual. The individual's role in an in-service program, particularly if he is the superintendent, must be an active one.
8. Personnel. The people who take major responsibility for making the contacts and providing the cluster of services that constitute a total in-service program to school administration must be capable, thoroughly informed, and highly successful in working with mature people in informal situations.
9. Credit. The problem of granting credit for work done in an in-service education program cannot be treated lightly or sloughed off easily.

10. Flexibility. The element of flexibility is predominant in any in-service program that is problem oriented and adapted to the needs of local districts.
11. Team Spirit. People who seek assistance and receive help through an in-service program should not get the impression that they are being talked down to or that they are being regarded as unequals of the people providing the service.
12. Simplicity. An in-service program is likely to be most effective in its early stages if it is simply organized, if it avoids undertaking too many things at once, and if it does not become involved too early in a problem or issue that is so complex and so intricate that a long span of time will be necessary to arrive at any appreciable goals.
13. Resources. The in-service education program should draw on a wide variety of resources-information, materials, and personnel-outside as well as inside the field of education.
14. Policy. After careful study and deliberation, the local school board, following the recommendations of the superintendent, should adopt a policy that establishes the general framework within which an in-service program can be developed and operated.
15. Payoff. The in-service program must stand up well under the rigid test of usefulness.<sup>1</sup>

#### IV. SUMMARY OF THE CHAPTER

The in-service education program in American schools today has been identified as an important tool in education. From the study of in-service education, three

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<sup>1</sup>National Education Association, American Association of School Administrators, In-Service Education for School Administrators (Washington, D. C.: The Association, 1963), p. 67-76.



proposals seem to come to light with the review of the literature. Research was mainly opinions and recommendation of problems and procedures. A change has taken place in the research techniques over the last few years. A trend toward teacher needs, teacher wants, and teacher benefits has emerged through in-service education meetings.

A presentation of its characteristics has been given with the thought that such knowledge would be of value to administrators, supervisors, teachers and co-operating college and universities alike. Also, general programs, techniques, and guidelines of an in-service program has been reviewed.

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## CHAPTER III

### SUMMARY OF THE DATA

The purpose of this study was to recommend establishment of an in-service education program for Audubon County, to determine who is responsible for in-service education, to determine guidelines for in-service meetings, to determine the main purpose for in-service education, and to determine if school systems should have county wide in-service education meetings.

Many leading educators have been advocating extensive and systematic programs of in-service education.

The study was not started until the last week in May, in order that elementary teachers could have time to finish their obligations to their local school systems.

The investigator and elementary principal called a meeting of the elementary teachers of Audubon County to inform them of the purpose of the opinionnaire presented to them and how the results would be used in the report.

Following are the results of the opinionnaire asked by the investigator concerning the feeling elementary teachers had toward in-service education meetings in Audubon County.

In response to the question, "Do you consider in-service education a professional necessity?" the following responses were received:

Yes	70%
No	20%
No opinion	4%

In response to the question, "If in-service is provided what type of a meeting do you feel is best?" the following responses were received:

During school hours	32%
Half day meetings	25%
All day meetings	14%
Summer	10%
After school	8%
No opinion	4%
Night meetings	3%
Before school	3%

In response to the question, "If in-service is provided what format gives you a better understanding of the subject field?" the following responses were received:

Group participation	26%
Observation	22%
Films	18%
Panel discussion	17%
Lecture	16%
No opinion	1%

In response to the question, "If in-service is provided who should conduct the meetings?" the following responses were received:

Any authority on the subject	42%
State consultants	19%
Sales representatives of the products	13%
College staff members	9%
Administration	7%
County personnel	6%
Local staff members	4%

In response to the question, "If in-service is provided where do you prefer the meetings to be held?," the following responses were received:

Local attendance center	49%
Local school districts main center	42%
Others	5%
At a college or university	3%
Local county office	1%

In response to the question, "If in-service is provided what kind of credit should be connected with the meetings?," the following responses were received:

Self-satisfaction and improvement	74%
Local district credit toward salary adjustment	19%
University credit	7%

In response to the question, "If in-service is provided should there be a salary for attendance of the meeting?," the following responses were received:

No	48%
Yes	32%
No opinion	20%

In response to the question, "If in-service is provided who should decide what will be included in the meeting?," the following responses were received:

Teachers and administration	46%
Board, administration and teachers	28%
Consultants (State Department, etc.)	11%
Board and administration	6%
County committee of teachers	5%
Local teachers only	3%
Administration only	1%

In response to the question, "If in-service is provided who should attend the meetings?," the following responses were received:

Local staff members	33%
Any resident of the County	20%
Teachers only	20%
Open to anyone	10%
Board members	4%
Parent-teacher association	4%
Students attending and participating	3%
Any county staff member	2%

In response to the question, "Should visitation to other schools be a part of the in-service program of your school district?," the following responses were received:

No	44%
Yes	36%
No opinion	20%

In response to the question, "If visitation to other schools is necessary, how should released time be handled?," the following responses were received:

Dismiss school for attendance	63%
Local school district hire substitute	20%
Administrative staff perform teaching duties	16%
Pay own substitute	1%

In response to the question, "If in-service is provided who should finance the meetings?," the following responses were received:

Local district	56%
County school district	22%
Others	12%
Individual members at the meeting	9%
Local teacher association	1%

In response to the question, "What is the main purpose of in-service education?" the following responses were received:

Improvement of instruction	34%
Keep up with the new innovation	24%
New information	22%
Learning technique	11%
Others	6%
Change	3%

In response to the question, "Should local school districts hold in-service meetings with other districts in the county?" the following responses were received:

Sometimes	55%
Yes	26%
No	10%
Others	8%
Never	1%

In response to the question, "Do you have any general considerations or suggestions pertaining to the in-service program of your school?" the following responses were received:

Techniques in teaching reading to the slow learners.

Too many times the suggestions are for larger schools--not for our use.

I would like a workshop for math.

Perhaps we need more variety and programs more often.

I feel the teacher should find it so profitable that he wouldn't want to miss it.

It should be practical, promoted, and profitable.

It should not be pushed on the teachers or so scheduled that they would feel it was just another imposition on their valuable time.

I think it should be an active, vital program.

Our released time to preview new materials was an efficient way to get the materials in use quickly.

One year we had a visitation to another school. I felt this was very worthwhile, and do hope we can do this again.

Could be released in small groups so that information received would apply more to ones teaching level.

Special education courses would help us. We seem to have so many border line students anymore.

## CHAPTER IV

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### I. SUMMARY

The purpose of this study was (1) to determine whether establishment of an in-service education program for Audubon County was necessary; (2) to determine who is responsible for in-service education; (3) to determine guidelines for in-service education meetings; (4) to determine the main purpose for in-service education meetings; and (5) to determine if school systems should have county wide in-service education meetings.

In an effort to secure the information needed an opinionnaire was prepared and presented to each of the elementary teachers of the schools in Audubon County.

The results of the opinionnaire indicated that seventy per cent of the elementary teachers felt that in-service education was a professional necessity.

Thirty-six per cent stated that the in-service meeting should be held during school hours with released time. Twenty-five per cent felt that half day meetings were better with fourteen per cent wanting all day meetings.



Twenty-six per cent stated that group participation gives you a better understanding of the subject compared with twenty-two per cent in favor of observation, eighteen per cent wanting a film on the topic, and seventeen per cent in favor of a panel discussion.

Forty-two per cent favored using an authority on the topic in conducting in-service meetings.

Forty-nine per cent of the elementary teachers preferred holding the meetings in the local attendance center.

Seventy-four per cent felt the credit that one should receive from in-service meetings to be self-satisfaction and self-improvement.

Forty-six per cent favored teachers and administrators jointly planning the in-service meetings.

Fifty-six per cent felt the local school district should finance the in-service meetings.

In regard to the main purpose of in-service education thirty-four per cent stated improvement of instruction, twenty-four per cent new innovations, twenty-two per cent for new information.

Fifty-five per cent favored joint county meetings sometimes, twenty-six per cent yes, ten per cent no, with one per cent never.

## II. CONCLUSIONS

From the summary presented, the writer has concluded:

1. That in-service education is a professional necessity.
2. That in-service meetings should be held during school hours with released time and half day meetings.
3. That group participation should be the format of an in-service meeting.
4. That an authority on the subject being discussed should conduct the meetings.
5. That the local attendance centers in which the teachers teach should be the meeting place.
6. That self-satisfaction and self-improvement be the motivation factors of an in-service meeting.
7. That no salary be paid for the attendance of the in-service meeting.
8. That teachers and administrators jointly plan the in-service meetings.
9. That local staff members attend the in-service meetings.
10. That visitation to other schools not be a part of the in-service program.

11. That local school districts finance their own in-service meetings.
12. That improvement of instruction, keeping up with new innovations, and new information be the main purpose of the in-service meeting.
13. That joint meetings with other schools in the county be part of the in-service program.

### III. RECOMMENDATIONS

Based upon the review of the current, relevant literature available, the opinions from the elementary teachers of Audubon County, and responses from those opinions, the following recommendations are made:

1. That in-service education in Audubon County should be continued.
  2. That in-service meetings be held during the school day with released time and scheduled for half the school day.
  3. That group participation be the format for the in-service meetings.
  4. That an authority on the topic being discussed be provided at each in-service meeting.
  5. That in-service meetings should be held at the local attendance centers in Audubon County.
-

6. That salary and credit for in-service meetings should not be provided.
7. That teachers and administrators plan together the in-service meeting.
8. That any resident of Audubon County may attend the in-service meetings.
9. That visitation to other schools not be a part of the in-service education of Audubon County.
10. That the local schools finance their own in-service meetings.
11. That the main purpose of the in-service meetings to be planned around improvement of instruction, new information, and keeping up with new innovations.
12. That the schools of Audubon County jointly plan in-service education meetings.

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APPENDIX



Directions: Please place a check mark (✓) in the blank preceding the response(s) designating the way(s) in which the evaluation of in-service program could be of help to you in your school or county. Check more than one answer if this is desirable.

1. Do you consider in-service education a professional necessity?

☐ Yes  
☐ No  
☐ No opinion

2. If in-service is provided what type of a meeting do you feel is best?

☐ Before school  
☐ After school  
☐ During school hours (released time)  
☐ Half day meetings (released time)  
☐ All day meetings (released time)  
☐ Night meetings  
☐ Saturday mornings  
☐ Summer  
☐ Others (Please identify reason for selection(s))  
\_\_\_\_\_  
\_\_\_\_\_

3. If in-service is provided what format gives you a better understanding of the subject field?

☐ Lecture  
☐ Panel discussion  
☐ Films  
☐ Observation  
☐ Group participation  
☐ Others  
(Please identify reason for selection(s))  
\_\_\_\_\_  
\_\_\_\_\_

4. If in-service is provided who should conduct the meetings?

☐ Administration  
☐ Local staff members  
☐ County personnel  
☐ College staff members  
☐ State consultants  
☐ Sales representatives of the products  
☐ Any authority on the subject  
☐ Others

(Please identify reason for selection(s))

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5. If in-service is provided where do you prefer the meetings to be held?

☐ Local school districts main center  
☐ Local attendance center  
☐ Local county office  
☐ At a college or university  
☐ Others

(Please identify reason for selection(s))

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6. If in-service is provided what kind of credit should be connected with the meetings?

☐ University credit  
☐ Local district credit toward salary adjustments  
☐ Self-satisfaction and improvement  
☐ Others

(Please identify reason for selection(s))

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7. If in-service is provided should there be a salary for attendance of the meeting?

☐ Yes  
☐ No  
☐ No opinion

8. If in-service is provided who should decide what will be included in the meeting?

☐ Board of Education only  
☐ Board and administration  
☐ Administration only  
☐ Board, administration and teachers  
☐ Local teachers only  
☐ Teachers and administration  
☐ County committee of teachers  
☐ Consultants (State Department, etc.)  
☐ Others

(Please identify reason for selection(s))

\_\_\_\_\_  
 \_\_\_\_\_

9. If in-service is provided who should attend the meetings?

☐ Teachers only  
☐ Local staff members  
☐ Any county staff member  
☐ Board members  
☐ Parent-teacher associations  
☐ Students attending and participating  
☐ Any resident of the county  
☐ Open to anyone  
☐ Others

(Please identify reason for selection(s))

\_\_\_\_\_  
 \_\_\_\_\_

10. Should visitation to other schools be a part of the in-service program of your school district?

☐ Yes  
☐ No  
☐ No opinion

11. If visitation to other schools is necessary, how should released time be handled?

☐ Administrative staff perform teaching duties  
☐ Dismiss school for attendance  
☐ Local school district hire substitute  
☐ Pay own substitute  
☐ Others

(Please identify reason for selection(s))

\_\_\_\_\_  
 \_\_\_\_\_

12. If in-service is provided who should finance the meetings?

- ☐ Local district
- ☐ County school district
- ☐ Local teacher association
- ☐ Individual members at the meeting
- ☐ Others

(Please identify reason for selection(s))

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13. What is the main purpose of in-service education?

- ☐ New information
- ☐ Improvement of instruction
- ☐ Change
- ☐ Keep up with the new innovations
- ☐ Learning technique
- ☐ Others

(Please identify reason for selection(s))

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14. Should local school districts hold in-service meetings with other districts in the county?

- ☐ Sometimes
- ☐ Never
- ☐ Yes
- ☐ No
- ☐ Others

(Please identify reason for selection(s))

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15. Do you have any general considerations or suggestions pertaining to the in-service program of your school? (Explain briefly below)